


Module 07

Integrating DRR and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework

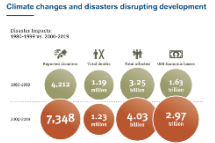
FACILITATOR'S NOTES

*This module is part of the learning package on the **Guidance Note on Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework**, the whole of which can be accessed here:*
<https://www.undrr.org/publication/integrating-disaster-risk-reduction-and-climate-change-adaptation-un-sustainable>

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Learning Module: Integrating DRR and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework		
Time and Method	Content	Note
<p>Dialogue</p> <p>3 minutes</p> <p>Slide 1</p> 	<p>Welcome the participants to the training, which will take approximately one hour and ten minutes.</p> <p>Tell the participants that the training will take approximately one hour, and that the objective is to orient regional Peer Support Group members on the contents on the <i>Guidance Note for Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework</i> and the most important steps UNCTs should take to make their Cooperation Frameworks risk-informed.</p> <p>Make sure that the participants have access to the <i>Guidance Note</i> either physically (on the group tables if in person) or electronically (in the chat box if online).</p>	<p>It takes approximately 70 minutes to give this training using 13 PowerPoint slides and a group work.</p> <p>The output of the group work is a filled in checklist for a draft Common Country Analysis or Cooperation Framework. There are two alternative group works, one using a draft Common Country Analysis and one using a draft Cooperation Framework. This is explained on slide 10. You can also choose to give this training without the group work, in which case it will take you approximately 25 minutes.</p> <p>Send the appropriate group work supporting document (checklist and draft Common Country Analysis/Cooperation Framework to be analysed) to the participants in advance of the training.</p>
<p>Monologue</p> <p>3 minutes</p>	<p>Show the participants the graphic of disaster impacts (from <i>The Human Cost of Disasters: An Overview of the Last 20 years, 2020</i>).</p>	<p>If you would like to go into detail on how climate and disaster impacts affect the different dimensions of</p>


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<p>Slide 2</p> 	<p>Explain that data from the last 20 years show a sharp increase in the number of recorded disaster events, the number of affected people, and economic losses from disasters, compared to the previous 20-year period.</p> <p>State that much of the difference between 1980-1990 is explained by a rise in climate-related disasters. Mention that 2019 was the second warmest year on record. Explain that within 1.5°C and 2°C warming, increasing temperatures will cause significant health, ecosystem and socioeconomic effects. Based on current NDCs, the climate system is heading towards 2.9°C to 3.4°C warming.</p> <p>Emphasise that while disaster management agencies have succeeded in saving many lives from disasters, a global temperature increase of 3 degrees Celsius would cause dramatic further changes that can render many national and local strategies for disaster risk reduction and climate change adaptation entirely obsolete.</p> <p>Point out that the figures on the slide are high, but do not even include the human cost of disasters triggered by biological hazards like locusts or epidemics, or technological disasters - only natural hazards. Ask the participants to imagine what a comprehensive figure for 2020 alone would be, considering the highly active hurricane/cyclone seasons, COVID-19, intercontinental desert locust swarming, and technological disasters such as the Beirut explosion.</p>	<p>development, you can find additional slides on how the impacts of natural, biological, technological and slow-onset climate change-related hazards affect SDG progress in the "Toolbox - Illustrations and handouts to help climate- and risk-inform Cooperation Framework discussions" module.</p>
<p>Monologue</p> <p>3 minutes</p> <p>Slide 3</p>	<p>Tell the participants that before going into how DRR and climate change adaptation link with reduction of inequality and promotion of human rights, you will quickly recap some of the basic concepts related to climate and disaster risk, vulnerability and resilience.</p> <p>Remind the participants that climate and disaster risks are generated when hazards, exposure and vulnerabilities coincide.</p> <p>Explain that there many types of hazards that can lead to disastrous consequences</p>	<p>Keep your pace steady but slow while moving from point to point on this slide – your participants will be half listening, half reading. The objective is not for the participants to remember all the things listed on the slide, but to understand that hazards are varied, extend beyond the “usual suspects” like flood and hurricanes, and include both</p>


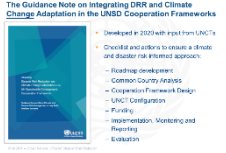
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	<p>Click the mouse once to show the hazards.</p> <p>Continue by saying that this includes natural hazards, some examples of which are listed around the seismic graph icon at the top.</p> <p>... as well as biological hazards, with examples including diseases and invasive species listed on the left.</p> <p>... and technological hazards, listed on the right.</p> <p>Round off by saying that in the context of global climate emergency, hazards that can threaten development also include slow-onset climate change-related hazards such as sea level rise, increasing temperatures, biodiversity loss, deforestation, and salinization as well (which participants can see at the bottom)</p> <p>Wait a beat or two before continuing, giving participants time to look at the slide text.</p> <p>Emphasise that the impacts of disasters and climate change erode the sustainability of development achievements. Continue by saying that risk-blind economic activity drives build-up of systemic risks across sectors - and that when these systemic risks are realized, impacts slow or even reverse progress towards the Sustainable Development Goals (SDGs).</p> <p>Conclude by telling participants that when it comes to climate and disaster-risk informing the UN Sustainable Development Cooperation Frameworks, most countries are likely to face risks related to each of these four hazard types. This includes biological and technological hazards, which have often not received a lot of attention in the past. COVID-19 has changed this for biological hazards, but as a system there is scope to improve further – particularly when it comes to technological hazards, which multiply when countries industrialize.</p>	<p>sudden-onset threats as well as climate-related slow-onset threats.</p>
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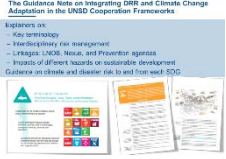
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<p>Monologue</p> <p>3 minutes</p> <p>Slide 4</p> 	<p>State that without significant investment in resilience-building, climate change and disaster impacts threaten to not only decelerate but in extreme cases derail progress towards achieving the SDGs and realizing the 2030 Agenda.</p> <p>Point out that dramatic impacts of COVID-19 on human health and social, economic and education activity has demonstrated how disasters create ripple effects throughout the systems that hold societies together and drive development.</p> <p>Point out that even in the absence of a major disaster, accumulating and co-existing risks can unleash cascading impacts across sectors, triggering crises with devastating impact on those already left furthest behind.</p> <p>Point out that disaster risk reduction and climate change adaptation are vital strategies for achievement of the Sustainable Development Goals, and that the central frameworks for DRR and adaptation are aligned with the SDGs.</p> <p>Stress that these strategies, however, cannot be pursued in siloes and must be applied together, thinking about systemic risks, as the participants can see in the illustration.</p> <p>Emphasise that applying a systemic risk lens to the 2030 Agenda will help identify risks and help unlock existing management capacities across all sectors, enabling risk-informed sustainable development.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 5</p>	<p>Continue by saying that supporting country governments is central not only to support national development, but also to fulfil the UN commitment to the principle of Leaving No-One Behind.</p> <p>State that hazards and climate change do not affect everyone equally – and never have. Regions and communities affected by climate variability, natural and biological hazards today have often lived with their impacts for decades or centuries. This will have helped develop community risk management capacities,</p>	


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	<p>but also affected entrench poverty and negatively affect well-being on an inter-generational time scale.</p> <p>Point out that climate and disaster risks do not exist in a vacuum – they exacerbate existing vulnerabilities, other risks and can be exacerbated by instability and shocks.</p> <p>Round off by pointing out that the disproportionate impact of disasters and climate change on the poorest can also be seen at the country level – data from the last 20 years show that while low income countries experience smaller disaster losses in absolute numbers than richer countries, the proportion of GDP lost is much larger.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 6</p> 	<p>Explain that in light of the significant impact of climate change and disasters on people, planet, prosperity and peace, the UN system has decided to prioritize the design of risk-informed Sustainable Development Cooperation Frameworks. The number of risk-informed Cooperation Frameworks are tracked through annual monitoring and reporting on the UN Plan of Action on DRR for Resilience (indicator 2.3).</p> <p>Inform the participants that a <i>Guidance Note on Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework</i> was therefore developed by the global UN Disaster Risk Reduction Focal Point Group in 2020, with input from UNCTs from all regions.</p> <p>Explain that the <i>Guidance Note</i> Suggests actions to take at each stage of the Cooperation Framework cycle to ensure a climate and disaster risk-informed approach – presented both as a simple, printable checklist and longer, in-depth guidance for each action.</p> <p>Note that the steps described in <i>Guidance Note</i> mirror the steps in the UN DCO <i>Companion Package</i> for the UN Sustainable Development Cooperation Frameworks, and supplements the <i>UN Common Guidance on Helping Build Resilient Societies</i>.</p>	

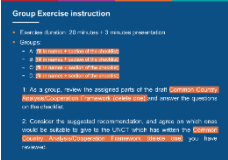
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<p>Monologue</p> <p>3 minutes</p> <p>Slide 7</p> 	<p>Explain that the Guidance Note contains advice for the UNCTs both in a short checklist format, as well as in-depth guidance for each step of the Cooperation Framework lifecycle.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 8</p> 	<p>Note that in addition to the step-by-step checklist and guidance, the <i>Guidance Note</i> also contains:</p> <ul style="list-style-type: none"> • Brief explainers on key terminology, interdisciplinary risk management, and the linkages between climate and disaster risk and <ul style="list-style-type: none"> • the principle of Leaving No-One Behind, • the Humanitarian-Development-Peace Nexus, and • the Secretary-General’s Prevention Agenda. • Illustrations of how disasters related to different hazards affect development – participants can see one example of this on the left-hand side of the slide; the <i>Guidance Note</i> covers natural, biological, technological and slow-onset climate change-related hazards; • An appendix on designing a Cooperation Framework responsive to disease outbreaks, epidemics and pandemics, and • An appendix with SDG-by-SDG overview of the: <ul style="list-style-type: none"> • Climate and disaster-risk relevant SDG indicators, 	

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	<ul style="list-style-type: none"> • Climate and disaster risks to and from development in SDG-related sectors, • Suggested questions to analyse climate and disaster risk to achieving the SDG in your national context, and • An overview of corresponding DRR and climate change adaptation activities with links to further guidance. <p>Participants can see an example of what this looks like on the middle and right side of this slide.</p>	
<p>Instruction</p> <p>3 minutes</p> <p>Slide 9</p> 	<p>Tell the participants that to help roll out and apply this <i>Guidance Note</i>, a learning package has been developed by UNDRR.</p> <p>Explain that the learning package contains seven full units:</p> <ol style="list-style-type: none"> 1. Training Module for UNCTS - Integrating DRR and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework 2. Training Module for UNCTS - Climate and disaster risk-informing the Common Country Analysis 3. Training Module for UNCTS - Designing a climate and disaster risk-responsive UN Sustainable Development Framework 4. Training Module for UNCTS - Risk-informing the UN Sustainable Development Framework to ensure no one is left behind 5. Workshop Module for UNCTS - Multi-Dimensional Risk Analysis – climate and disaster risks to achieving the Sustainable Development Goals 6. Workshop Module for UNCTS - Integrating DRR and Climate Change Adaptation in the Theories of Change for the UN Sustainable Development Cooperation Framework 7. Training Module for regional Peer Support Groups – which the participants are attending right now. <p>State that the training modules are 60-120 minutes long, and focus on explaining basic concepts, key actions to take, and to get participants actively working with the <i>Guidance Note</i>. The modules can be delivered separately, online or in person.</p>	



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	<p>The CCA and Cooperation Framework design modules will be available as recordings for self-paced study.</p> <p>Explain that powerpoint presentations and detailed facilitator's notes have been developed to make it easy to organize and deliver these trainings.</p> <p>Note that three 15-minute presentations on climate and disaster-risk informing the Cooperation Framework, the Multi-Dimensional Risk Analysis, and the Theory of Change have also been developed.</p>	
<p>Group work</p> <p>23 minutes</p> <p>Slide 10</p> 	<p>Explain that to get a hands-on experience in recognizing how climate and disaster risk, DRR and climate change adaptation can be integrated in Common Country Analyses and Cooperation Frameworks, the group will do an exercise together.</p> <p>State that the duration of the exercise is 20 minutes, and that each group will get three minutes to present at the end.</p> <p>Explain that the participants will be divided into groups, who will each review a draft document against a checklist.</p> <p>Explain that the participants have two tasks:</p> <p>1: As a group, review the assigned parts of the draft Common Country Analysis/Cooperation Framework (delete one) and answer the questions on the checklist.</p> <p>2: Consider the suggested recommendation, and agree on which ones would be suitable to give to the UNCT which has written the Common Country Analysis/Cooperation Framework (delete one) you have reviewed.</p> <p>Say that you will show the checklist and then take questions.</p>	<p>For this exercise, you will need either draft (or finished) Common Country Analysis or Cooperation Framework document for the participants to work on – you should only choose one.</p> <p>Edit this slide according to your choice.</p> <p>There are two checklists made to support this exercise, one for the Common Country Analysis and one for the Cooperation Framework – pick the one corresponding to the document you are giving to the participants to work on.</p> <p>For the two alternatives, the assigned sections of the checklist are:</p>


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	<p>Switch the screen from this presentation to the checklist word document, and show the groups which sections each should be working on.</p> <p>Explain to the participants that since the Common Country Analysis/Cooperation Framework (delete one) is a long document, they should read the checklist questions thoroughly and only focus on reviewing the corresponding sections, not other sections.</p> <p>Suggest that group members may even want to divide the questions between them and review separately for the first ten minutes, before discussing for the last ten minutes.</p> <p>Point out to the participants that this checklist is not the checklist in the Guidance Note, which is meant to help the UNCTs in their process, but a checklist especially made for PSGs to assess the draft document that process has produced.</p> <p>Send the participants into groups and allow them to work for twenty minutes. Check in to see if they have understood the task; remind them when there are only five minutes left. If you have more time available, feel free to extend the group work by another ten minutes. If you only have 20 minutes available, emphasise to participants that you know they are working under time pressure, and suggest to focus on the assigned tasks, not the document as a whole.</p>	<p>Common Country Analysis:</p> <ul style="list-style-type: none"> • Group A: "Is the country exposed to any ... hazards?" • Group B: "Does the CCA assessment of progress towards the SDGs cover...?" • Group C "Are climate and disaster risks and risk management capacities covered in the Economic Transformation Analysis and Social Exclusion Analysis?" • Group D "Are climate and disaster risks and risk management capacities covered in the Environmental Analysis and Governance and Institutional Capacity analysis?" <p>Cooperation Framework:</p> <ul style="list-style-type: none"> • Group A: "Do any of the following sections mention climate change adaptation?" • Group B: "Do any of the following sections mention disaster risk reduction (including health risk management)?" • Group C: "Does each Outcome integrate climate
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		<p>and disaster risk management?"</p> <ul style="list-style-type: none"> Group D: "How does the Results Matrix/Results Framework integrate DRR and climate change adaptation?"
<p>Dialogue</p> <p>15 minutes</p> <p>Slide 11</p> 	<p>Keep this slide on while participants present.</p>	
<p>Dialogue</p> <p>3 minutes</p> <p>Slide 11</p> 	<p>Thank participants for their work Ask them what their reflections are on what has been covered in this training.</p> <p>Go through the concluding statements on the PowerPoint:</p> <ul style="list-style-type: none"> Risk-blind investment = systemic risk <ul style="list-style-type: none"> Entrenches existing risk Perpetuates vulnerability of excluded and marginalized people Generates new risks \$1 invested in risk reduction and prevention can save up to \$15 in post-disaster recovery. Risk-informing the Cooperation Frameworks is a UN development system commitment – and vital for sustainability in climate emergency 	

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	<p>Thank the participants for their time and express your hope that this will be useful to them in their activities in the Peer Support Group (or other regional level group they belong to).</p> <p>Tell the participants that the <i>Guidance Note</i> is available for download in English from the link on the slide, and available in French and Spanish too on the same site.</p>	
<p>Monologue</p> <p>1 minute</p> <p>Slide 13</p> 		

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For orientations and training queries on the Guidance Note, contact your UNDRR Regional Office:

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